DOCUMENT RESUME

ED 394 307 FL 023 706

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TITLE Audiotaped Dialogue Journals: Lexical, Grammatical, and Affective Benefits.
PUB DATE Mar 96
NOTE 21p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (Chicago, IL, March 26-30, 1996).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Audiotape Recordings; Cognitive Style; College Students; *Dialog Journals; *English (Second Language); Higher Education; *Journal Writing; *Oral Language; Second Language Learning; Self Expression; Student Journals; *Teacher Student Relationship; Vocabulary Development; Writing Exercises
IDENTIFIERS Chile

ABSTRACT

This report defines and describes audiotaped dialogue journals produced by fourth year, Chilean university students in their English class. The taped journals were used as a way for students to obtain additional practice in reading, writing, listening, and speaking in an environment where school was the only place they practiced their English. The report focuses on the use of the audiotaped journal as a means of communication between students and teacher that stressed the students' oral communicative abilities. Nine students participated throughout the complete 15-week semester; they also completed written journals. Analysis and comparison of oral and written journals indicated that the students who did participate in the exercise increased their practice of English as well as English interaction, one-on-one with the teacher. When the written and oral journals were further compared, there was evidence of improvement in student vocabulary based on the content of the oral journals. Article usage was also assessed; findings indicated a higher level of accuracy of article usage from early oral journal to later oral journal entries. In terms of affect, oral journals were found to be very positive. It is concluded that the oral journals aided in vocabulary acquisition, increased students' grammatical accuracy, and helped develop positive relationships between students and teacher. (Contains eight references.) (Author/NAV)

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ED 394 307

TESOL '96, March 28, Chicago, IL
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AUDIOTAPED DIALOGUE JOURNALS: LEXICAL, GRAMMATICAL, AND AFFECTIVE BENEFITS

Introduction

Many ESL/EFL teachers long to provide their students with authentic communicative oral practice. This is especially true in EFL settings where the target language is only heard inside the classroom and there are few, if any, outside influences to aid in the acquisition process of the target language. One classroom method which may help to alleviate this problem is found in the use of audiotaped dialogue journals.

This presentation will first define and describe audiotaped dialogue journals and look at various ways in which they can be used. Then, the results from two recent studies will be presented. These studies give evidence of how audiotaped dialogue journals, with their focus on authentic communication, help increase vocabulary acquisition and grammatical accuracy for students in an EFL setting. The presentation will also discuss affective benefits that result from the use of the audiotaped dialogue journals. It is hoped that there will be time for questions and answers at the conclusion of the presentation.

Dialogue Journals

To better understand what an audiotaped dialogue journal is, it is necessary to first look at its precursor, the written dialogue journal (or simply "the dialogue journal" to be consistent with recent literature). The dialogue journal was defined by Staton, Shuy, Kreeft, and Reed (1982) as follows:

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1. A dialogue journal is a conversation in writing carried on over an extended length of time, with each partner having equal and frequent turns.
2. Each writer is free to initiate conversation on any topic of mutual and personal interest, expecting the other partner to comment on it.
3. The writers share external frames of reference and boundaries which determine the topics each feels free to bring up, as in any mutual conversation.
4. A wide range of topics (not limited to academic topics) can by used. (p. 4).

Audiotaped Dialogue Journals

Audiotaped dialogue journals follow the same guidelines as dialogue journals except that the conversation is not written on paper, but recorded on an audiocassette tape and passed between student and teacher. Egbert (1992) stated, "It is assumed that teachers and students [using audiotaped dialogue journals] in speaking classes derive language and affective benefits similar to those from written journals" (p. 91). In addition, Winter and Conner (1989) said that the use of audiotaped dialogue journals also provide "good listening and speaking practice for the student, individualized coaching on grammar and pronunciation errors, opportunity to discuss cross-cultural issues, [and] a record of student progress" (Egbert, p. 91).

Variety in Use

There are a number of different ways that audiotapes can be used to facilitate language instruction. McGrath (1992) pointed out three such varieties in use. First, students can use audiotapes to make a"**Cassette Notebook**" in which the students are given assignments in class and then they perform the assignments orally on the cassette tape. Teachers can then listen to and respond on the tape as well.

A second way, according to McGrath, to use audiotapes in the language classroom is for the students to follow up classroom discussions with oral reports made to the teacher on cassette in what she calls "**Oral Dialogue Journals**." This is especially good for allowing the students to continue discussions based on exploring culture and how they fit into the community in which they find themselves. After a class discussion on a certain cultural topic, the students would be assigned to express their views and insights about the topic on audiotape.

Still a third way that McGrath points out that audiotapes can be used in the language classroom is through what she terms the "**Response Journal**". In this journal, the students orally record their responses to what they read, see, listen to, or feel. They also explain the specific processes they go through when they do specific learning events. This can also function as a certain type of student/teacher conference.

Recognizing the many varieties in their use, this presentation will focus on the audiotape dialogue journal as a means of authentic communication between the students and the teacher with the intention of increasing the students' overall oral communicative abilities.

Context of these studies

The studies described here are based on data gathered at a university in northern Chile. A native English-speaking American Fulbright professor was the teacher of the class in which the audiotaped journals were used. Written dialogue journals were also used with the same class. The class, entitled Lengua 8 ['Language 8'], was designed to give fourth year second semester English majors additional practice in all of the integrated skills--reading, writing, listening, and speaking. The class was a small class, only 12 students remained of the 40-50 that had begun at the university four years before as English majors, apparently a typical attrition rate up to this

fourth year of the five year program. First year English majors typically were unable to say much at all in English, and only a few had more than the most minimal listening comprehension. By the fourth year, however, they were much more capable of understanding and being understood, although they generally still had very little contact with native speakers.

The objectives of the Lengua 8 course are shown in Figure 1. At the beginning of the course, the objectives shown in Figure 1 were given to the students along with an overview of assignments that would be used to help students move towards the course objectives. The instructions that were given with regard to the audiotaped journals are given in Figure 2:

Figure 1

Stated Objectives of the Course in Which Students Were Enrolled

General: Students will develop the ability to understand spoken and written language and communicate with spoken and written language like a native speaker, using appropriate elements and discourse for the situation
Specific 1: Students will understand native and non-native speakers in monologues, conversation, and discussions.
Specific 2: Students will read with comprehension magazine articles, news articles, and journal articles about the proposed theme or topics of the course.
Specific 3: Students will make short oral presentations about a variety of subjects, using the type of language that an educated native speaker would.
Specific 4: Students will write short essays or paragraphs as an educated native speaker would about the assigned themes of the course.
Assigned Theme of the Course: The roles of men and women in today's world

Nine of the 12 students participated throughout the semester with the journals. The other three students recorded only one time--one of these dropped out of the course for financial

Figure 2

Initial Instructions Given to Students about the Audiotaped Dialogue Journals

1. Get a tape with at least 120 minutes' recording time.

2. If you do not have a tape recorder, use the one available in the English Department Reading Room or those available in the language laboratory.

3. Record at least 5 minutes of our speech each week.

4. Talk about anything you want to--questions you might want to ask, feelings you might be having, responses to things the teacher has said, etc.

5. Turn your tape in each Monday*.

6. The teacher will respond to what you say, not how you say it (unless you specifically ask for help with something), and return the tape to you the next class period.

7. Your grades on the audiotaped journals will count as 10% of your overall grade in this class.

*This day was changed to Wednesday after the first two weeks of the semester.

reasons, one fell ill for a number of weeks at the beginning of the semester and omitted this assignment because she could not catch up with all of the assignments in her classes, and one student continued to attend regularly but simply did not complete the taped dialogue journal. The results that we will discuss, then, come from the writings of the nine students who participated more consistently throughout the 15 weeks of the assignment. The data from all nine subjects will be considered in the vocabulary and affective parts of this papers, but one student who had lived in the U. S. for a year will not be considered in the grammatical part of the study.

At the end of the class, with the students' written permission, duplicate copies of the tapes they had recorded were made and the originals returned to the students. The tapes were all

transcribed by one TESL graduate student and the transcriptions checked by a second TESL graduate student, both of whom also spoke Spanish. All of the nine students had filled more than one 120-minute tape: two students had filled 1½; six had filled about two; and one (the one who had lived in the U. S.) had filled three.

Table 1 gives basic information about the amount of words spoken on the tapes by the various students and the amount of words spoken in response by the teacher.

Table 1

Total Number of Words (Tokens) and Unique Words (Types) Spoken by Individual Students and by the Teacher to the Individual Students in the Audiotaped Dialogue Journals

Dialog Journal (Student #)	Student Unique Words	Student Total Words	Teacher Unique Words	Teacher Total Words
2	1004	5987	1062	7103
4	660	3931	540	2468
5	774	4509	1000	6737
6	620	4103	757	5358
7	651	3725	849	5373
8	826	5347	890	5569
9	1255	10440	1135	7952
10	732	4178	694	3963
11	906	8051	828	5962
Overall Mean	825.33	5586.67	861.67	5609.44

Results of the study: Vocabulary acquisition

As can be seen from Table 1 and from the fact that the students recorded much more than the minimum five minutes required, the journals did provide students with an opportunity to practice

speaking and listening communicatively in English. In order to try to get at how the journals were affecting vocabulary acquisition, specifically, several analyses were carried out. One of the first was simply looking at the number of words used by the students and the teacher. Table 1, as already mentioned, shows the results of these analyses. While the numbers in Table 1 are not huge, they appear to be important. Except for two students (the one who had lived in the U. S. for a year and another one who attended an English high school in Chile), these students reported having had practically no contact with English speakers, native or non-native, outside of the classroom. Using the taped journals provided a unique and comfortable way for them to try out their skills one on one.

In addition, the relationship between the number of types and tokens used by each student and the types and tokens used by the teacher gives some evidence that the interaction really was one on one, that it gave opportunity for individual attention. Generally speaking, if the students spoke more, the teacher spoke more in response. Table 2 gives two Pearson product-moment correlations--one for the total number of words spoken by the individual students and the total number of words spoken by the teacher in response to the individual students and the second for the total number of unique words spoken by the students and the total number of unique words spoken by the teacher to the students.

Simply put, these figures indicate that one thing that happens with the dialogue journal is an adjustment to the level of the students. The correlation is not perfect, but for with the total amount of words spoken, it is reasonably high, and for the unique number of words spoken, it is quite high. If one believes Krashen's idea that input at the $i + 1$ level helps acquisition, it appears that dialog journals are a natural way for teachers to give vocabulary at the $i + 1$ level. It

Table 2

Pearson Product-Moment Correlations between the Numbers of Words Spoken by the Individual Students and the Numbers of Words Spoken in Response by the Teacher

Total Number of Words Spoken (Tokens)	Number of Unique Words Spoken (Types)
0.6643	0.7732

appears that teachers can adjust their input for individual students using the audiotaped dialogue journal.

As mentioned previously, the students who did audiotaped journals also did written dialogue journals. Another analysis we did to see the effect of the dialogue journal was to analyze the number of words "possibly acquired" through either method. We defined "possibly acquired words" as those words which were used first by the teacher and then were subsequently used by the students. We know that this is not a perfect measurement, but, when working with natural data, it might be the only kind of measurement available to us. We did systematically eliminate from the list of possible acquired words, any words that we defined as "flukes," that is, as being used by the teacher first just by chance. In this category we put numbers, months, days of the week, and pronouns, all vocabulary considered very basic and known by such advanced learners. We also put all words used by the student five or more times even though the teacher used the word first.

Once we established what the possibly acquired words were, we compared the number and percentage of words used only in one mode (written or oral) and, consequently, possibly

acquired from only one of the modes. Table 3 shows that comparison for each of the individual students.

The numbers in Table 3 seem to indicate that students differed quite a bit in the amount of words they might have acquired from the dialogue journals in either mode, ranging from Student 4 who possibly acquired only 8 words from both journals combined to Student 11 who possibly acquired a total of 42 words. Some would say that neither amount is very significant.

Table 3
Number of Words Used Only in One Mode and Number and Percentage of Words Possibly Acquired Only from One Mode

St. #	# Oral Unique Words Not Written	# Oral Unique Words Possibly Acquired	% Oral Unique Words Possibly Acquired	# Written Unique Words Not Used Orally	# Written Unique Words Possibly Acquired	% Written Unique Words Possibly Acquired
2	220	40	18.2%	37	1	2.7%
4	52	4	7.7%	137	4	2.9%
5	132	23	17.4%	115	17	14.8%
6	75	12	16.0%	123	8	6.5%
7	96	9	9.4%	127	14	11.0%
8	146	17	11.6%	186	21	11.3%
9	86	25	29.1%	66	1	1.5%
10	56	16	28.6%	149	24	16.1%
11	92	14	15.2%	190	28	14.7%

However, we must remember that this is incidental vocabulary learning, not intentional. Studies of incidental learning of vocabulary for *receptive* purposes suggest that students learn between 7-20% of unknown words. The range here was 1.5% to 16.1% for words possibly acquired

incidentally through the written dialogue journals and 7.7% to 29.1% for those possibly acquired incidentally through the spoken journals. The average percent for the written dialogue journals was 9.06%, and, for the oral dialogue journals, 17.02%. It should be remembered also that these numbers do not include words which may have not been unique to one mode or the other, but may have been acquired from both modes. Furthermore, these figures represent incidental learning of vocabulary for *productive* purposes, learning which is generally considered harder or at least a little further along the scale to full word knowledge

One of the things that Table 3 also reveals and which we found quite interesting is the difference in the individual students in how much they may have learned from the two modes. While some students, such as Students 7, 8, 11, and maybe 5, may have learned comparable percentages of the words in either mode, others such as Students 2, 6, 9, 10, and maybe 4 possibly learned considerably different amounts in the two modes. Students 2 and 9 seem to be the most oral of the learners. Interestingly, Student 2 was very interested in all types of oral activities. He sought out movies, television programs, and music in English and spent a great deal of his time and energy in such activities. Movies and movie criticism were among his most frequently discussed topics in the oral journal. He had 40 possibly acquired words that were found only in the oral journal, while only 1 possibly acquired word was found exclusively in the written journal. Student 9 also had very strong oral skills, having lived at one time in the U.S. for a year.

Only Student 7 had a higher percentage of gain from the written mode, and the difference was only 1.6 percentage points. In terms of actual words, however, Students 7, 8, 10, and 11 acquired more in the written mode. This greater number of words may not seem as important,

nonetheless, when one considers that students were supposed to spend three times as much time on the written journal (they were assigned to write for at least five minutes three times a week). In terms of amount of growth for effort expended, at least in terms of vocabulary acquisition, it appears that students acquired more words for the time they spent with the oral dialogue journals.

Caution must be exercised in drawing too strong of conclusions from any of these numbers, however. We are not absolutely sure that all of these words were actually acquired. Some may have been previously known by the students but not used in their first writings or recordings. Furthermore, when we look at the actual uses of the words, it is not always possible to claim either that the learners had a complete knowledge of the words or that what they did have came from the teacher or the use of journals. Obviously, all learners (including native speakers) do not know all words to the same degree, so incomplete knowledge is not surprising; it is hard to evaluate, however. And when learners use words in ways that do not match the teacher's exact use, it is hard to say definitively that the learners acquired the words from the teacher through the journals. Ways of assessing these things better remain to be found and tried.

There is evidence, nonetheless, that some word learning comes as a result of a teacher's use. Note how the examples in Figure 3 show a close tie between what the teacher says first and what the student says later. The example of <u>faculty</u> particularly suggests, through the hesitation devices, that the student might be trying out something new.

As we did the analysis identifying possibly acquired words, we noted an additional characteristic of the oral dialogue journals that we found quite interesting: students seemed to draw several words at a time from one section of teacher talk. Figure 4 gives an example of such a section with one of the students. The section contains four words that the student possibly

Figure 3

Examples of Close Relationships between Teacher Talk and Subsequent Student Use of Possibly Acquired Words

Legend: TO=Teacher Oral SO=Student Oral Numbers=Dates, e.g. 0903=September 3
Underlined words are those possibly acquired

TO: 0903	And I liked that `cause I always like to be outside. But I think it's interesting to always look at our own circumstances. So how about your circumstances? What were they like?
SO: 0907	Uhm, well, answering your question about the circumstances of, well, the case of my family is very much like probably not quite normal. For instance, as I have told you probably, the roles are not uh the ones they are supposed to be because uh for instance uh my mother uh works, and my father also works so uhm ev-every member of the family has its own duty.

TO: 1024	I was impressed to hear the report of the president because I think it's really important that the members of the faculty, teachers, understand what the situation is at the university, so they can see best how to make their contributions.
SO: 1028	However, uh I'm I'm aware that most of the--of the faculty members uhm are tryin' to do things for their students and use, you know, this government uh has encouraged uh the university a new opportunity to students, and some they working hard on that issue.

acquired. Two of those words were used at least two times each by the teacher. It seemed that we found these types of sections in teacher talk when the teacher was talking about topics that the students had brought up and in which the students seemed to have a high investment of interest. For example, in the journal from which the Figure 4 excerpt was drawn, the student was vitally concerned about her role in a class in which she was doing part of her teaching practicum. The discussion on the subject was on-going for several entries in the journal. The opportunity for students to choose their own topics of discussion seems to be one of the major strengths or

oral dialogue journals (as also written dialogue journals) in encouraging acquisition of vocabulary.

Figure 4

Example of Teacher Talk from Which Student May Have Acquired Several Words

And then in the orientation class, you talk about being afraid of--if you say things that the students don't like or don't agree with. I'm sure that you'll discover in that class that you're not there making the decisions for the students about what they're going to do with their lives. What you're trying to do is help them find their own way. And so one of the ways to do this is to uh present both sides. You don't have to just present your opinion. You can present your opinion and say, "This is the way I think, but then you can show the way other people think.

The next section of this paper will discuss what the journals reveal about grammar acquisition.

Results of the Study: Grammatical Accuracy

Audiotaped dialogue journals were also looked at to see if they revealed an increase in grammatical accuracy. It would be nice to look at all forms of grammatical accuracy and how they are affected by the use of audiotaped dialogue journals. However, that was beyond the scope of the current study. Therefore, an attempt was made to find one grammatical form that might best represent the many others in tracking increases in grammatical accuracy. Articles were used as a measurement of grammatical accuracy based on the conclusion of many researchers that, due to their complicated nature, learners of English as a Foreign language seem to master this aspect of grammar late in their acquisition process. Master (1990) stated that "the English article system is one of the most difficult aspects of English grammar for nonnative speakers and one of the latest to be fully acquired" (p. 461). He even went on to claim that "the pattern of accuracy in the use of the English article system reflects overall linguistic competence"

(1988, p. 9). Thus, due to their complexity and the fact that they seem to be acquired late in the acquisition process, articles seemed an appropriate structure to use to measure grammatical development in advanced EFL adult students.

The first two entries for each student were used as the "Early Entries" measurement and the last two were used as the "Late Entries" measurement. The transcriptions were analyzed to determine article use accuracy. In other words, each time an article should have been used and was used correctly, it was recorded as a correct article use. Each time an article should have been used and was either not used or used incorrectly, it was recorded as an incorrect article use. If another type of determiner was used instead of an article, it was not recorded as an article use. For example, Figure 5 shows a sample of the analysis from one student's transcription.

Figure 5

Sample of Analyzed Data from Student #10

In my opinion, studying English is very important for the students because they have to advance with the technology, and we know that everything in technology uses English, because English is almost a a universal a universal language, and the language used by the computers. So the students need to know English in order to use the computer. And everybody knows that computers will be used in every day life in a near in a near future.

After the data were initially analyzed, it was re-checked by a second researcher. The analysis had an interrater reliability of 95%, which means that there was only a 5% discrepancy between the two researchers' analyses.

Table 4 displays the percentage of each student's correct article use in the Early Entries and in the Late Entries. It also shows the differences between the two measurements. A positive sign (+) signifies that the student increased in accuracy from the Early Entries to the Late Entries. A negative sign (-) means that the student decreased in accuracy.

Table 4

Total Percentages of Correct Article Use in the Early Entries and the Late Entries, and the Differences between them.

Subject #	Early Entries %	Late Entries %	Difference
2	90.6	98.5	+7.9
4	93.8	97.3	+3.5
5	93.8	96.8	+3.0
6	98.4	98.3	-0.1
7	96.8	95.5	-1.3
8	93.9	95.3	+1.4
10	90.8	97.3	+6.5
11	92.2	97.5	+5.3

One very important point that can be seen by looking at the data in Table 4 is the high accuracy level, more than 90% for each student, at which the students used the articles even in their Early Entries. This reflects the effectiveness of their previous 3 ½ years of English study. This can also be seen in Table 5 which shows the total number of articles used, the correct article usage, and the percent of correct article usage in both the Early and Late Entries for all the students combined. As can be seen, in the Early Entries, there were 898 occurrences when articles use was required and 837 occurrences of correct article usage. In the Late Entries, there

Table 5

Frequency Counts and Accuracy Percentages for Early Entries and Late Entries Article Use and the Calculated z-score and Probability Level

	Total Use	Total Correct	% Correct	z-score	Probability Level
Early Entries	**898**	**837**	**93.2**	**2.10**	**.0179**
Late Entries	**922**	**893**	**96.9**		

were 922 required uses of articles with 893 correct uses. The percentages of correct article usage for the Early and Late Entries were 93.2% and 96.9% respectively.

This finding is important because it reveals that, within this data set, a ceiling effect may cause the findings to appear less significant. Since the students are already quite accurate in their article use, there may not be much room for improvement. This would suggest that, if this study were to be replicated, students at a lower proficiency level, possibly high intermediate instead of advanced, would form a better target group.

Despite the possibility of a ceiling effect caused by the students' high accuracy level of article usage, Table 4 shows that the majority of the students (75%) still increased in their overall accuracy of article usage from the Early Entries to the Late Entries. Two of the eight students actually decreased in their accuracy. However, the two decreases were very slight (subject #6 by 0.1% and subject #7 by 1.3%). There was an average 3.7% increase in the students' article use accuracy. In order to determine whether or not this increase reveals significant growth from the Early Entries to the Late Entries, a nonparametrical statistical test, the Wilcoxen Matched-Pairs Signed-Rank test, was used. This test is specifically designed for small sample sizes such as the one found in this project. As displayed in Table 5, a z-score was calculated to be 2.10 which

reveals a probability level of .0179 that this increase occurred by chance. In other words, there is less than a 2% chance that the increase in article use accuracy from the Early Entries to the Late Entries as revealed by the audiotaped dialogue journals occurred by chance.

One possible explanation for the significant increase in the students' article use accuracy is that the audiotaped dialogue journals themselves somehow facilitated the article acquisition process. However, the current study is unable to claim this as the only possible explanation. In order to determine this cause and effect relationship, an experiment with a control group where the audiotaped dialogue journals are not used and an experimental group where they are used would be necessary. The current study does not do this. It does, however, reveal that significant increases are found. This study encourages further research into audiotaped dialogue journals as a technique to improve grammatical accuracy.

Results of the study: Affect

Previous studies about written dialogue journals have discussed how the journals influenced the relationships between the students and the teachers and students' feelings about that and other things. We found that the oral dialogue journals had the same, or possibly even a greater effect. Figure 6 gives some of the comments the students made about the journals and their effects.

As Figure 6 shows, the oral journals produced positive affect for the students. Although they did have some concerns about what to say particularly at first, they enjoyed and learned through their attempts. Probably of more importance, however, is how the journals influenced students' feelings about their relationship with their teacher. All of the journals contained expressions of feelings of appreciation for the friendship they felt from the teacher and how they

Figure 6

Student and Teacher Comments Revealing Their Feelings about the Journals, Each Other, and Themselves

Student 5: Yesterday we had a-a very honest talk, which I appreciate. It shows how human a teacher-student relationship can be. That's something' you-you don't often get here, especially because you-you don't find very-very many Christians around here. I been tryin' to-to record about a recent experience but uh honestly I can't help talkin' about ordinary things.

Teacher: I appreciated your sharing uh the other night, the story of what you had felt when you had n-not been there when your daughter was born. And how you felt that it would be okay after you were married when you were there for the next birth.

Student 8: n-n-n First of all, I think that the idea of taping my voice in a tape is really useful, and interesting. But it is a bit difficult because it's the first time I do it. And I would like to talk about my experience like a university student, okay?

And my experience in the university is also ver-very-very interesting because I feel that I am more mature than-than I was before, when I came--when I was a fresh--a freshman.

Student 8: Well, [teacher], it is the last tape, and I want to tell you that I enjoyed very much talking through this cassette with you, and-and I also--I want to tell you that I learned-learned so much from these tapes, and I want to thank you.

Student 6: [Speaking of a private high school she attended] Teachers were always--were [laughs] were like you. I could get that teachers were interested not only in-in-in teaching, they interested in us as a human--as human beings. The activities that I did in high school uh m-made the--made me feel so, so comfortable, the relationship between the teachers and the students are grow--grew every day, uh because they were worried in-in-in the students uh as uh students and as person--as people.

Student 11: Hi [teacher]. I was listening to your uh record, and uh it was very nice uh--it's very nice to talk with you. And it's very different from-from the beginning, because at the beginning I-I felt that I was talking alone, and--- but now, I don't know, I think [stops tape] it's like talking to you as if you were present. [stops tape] Your words transmit a-a kind of peace, and well encourage-encourage me to-to go on.

Student 4: I think that in some way through the written dialogue journal I release some tensions uh even though I have written ver-ver short uh stories--no stories but simple situations. uh uh the same happens with the tape, uh because for instance in my case I consider you a very good teacher. But at the same time, I feel that I-I could trust you, and I see you as a friend to me. I don't know if it is good or if it is bad for you. But uh that's what I feel. Uh, my classmates say the same about you. Uh and it is funny because we are not--we are not used to uh to that kind of teacher and friend at the same time. Because gen--uh teachers uh generally think that they are in highest uh--highest level. Uhm, they uh can't uh descend from there, have (?) a student depend on them. In many-many--in many cases, hum, uhm [chuckles] I don't know why they act--the act like this uh because they were a student too.

Student 9: I'm too sleepy to continue speaking. I want to tell you more uh fluent s-speech because this is supposed to be the last time we are going to talk through the tape. Uhm but I couldn't help it. Uhm, I would like to tell you that it-it has been very nice to talk to you through this tape and uhm the same lies for the written journal. Although I had uhm times when I didn't know to say or what to write, but after that there is always uh a reward for having been able to- to say something to atten- - to attempt--to attempt to do--to say something.

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felt they could learn from the teacher because she understood them. The benefit in this area was enormous.

In conclusion, we wish to acknowledge that we know that the evidence we have presented here is not absolutely conclusive nor irrefutable. Perhaps in the future, projects can be designed where, as was mentioned earlier, the use of oral dialogue journals can be scientifically compared to classes that are similar but that do not use the journals. Meanwhile, we feel that this study gives very good preliminary evidence that the use of dialogue journals aids vocabulary acquisition, measures (and possibly causes) increases in grammatical accuracy, and helps develop positive relationships between students and teachers. We hope that others will continue both the practice and study of dialogue journals in the future.

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